

Summer 1987

Marshall Alumnus, Vol. XXIX, Summer, 1987, No. 1

Marshall University

Follow this and additional works at: http://mds.marshall.edu/marshall_alumnus

Recommended Citation

Marshall University, "Marshall Alumnus, Vol. XXIX, Summer, 1987, No. 1" (1987). *Marshall Alumnus*. 20.
http://mds.marshall.edu/marshall_alumnus/20

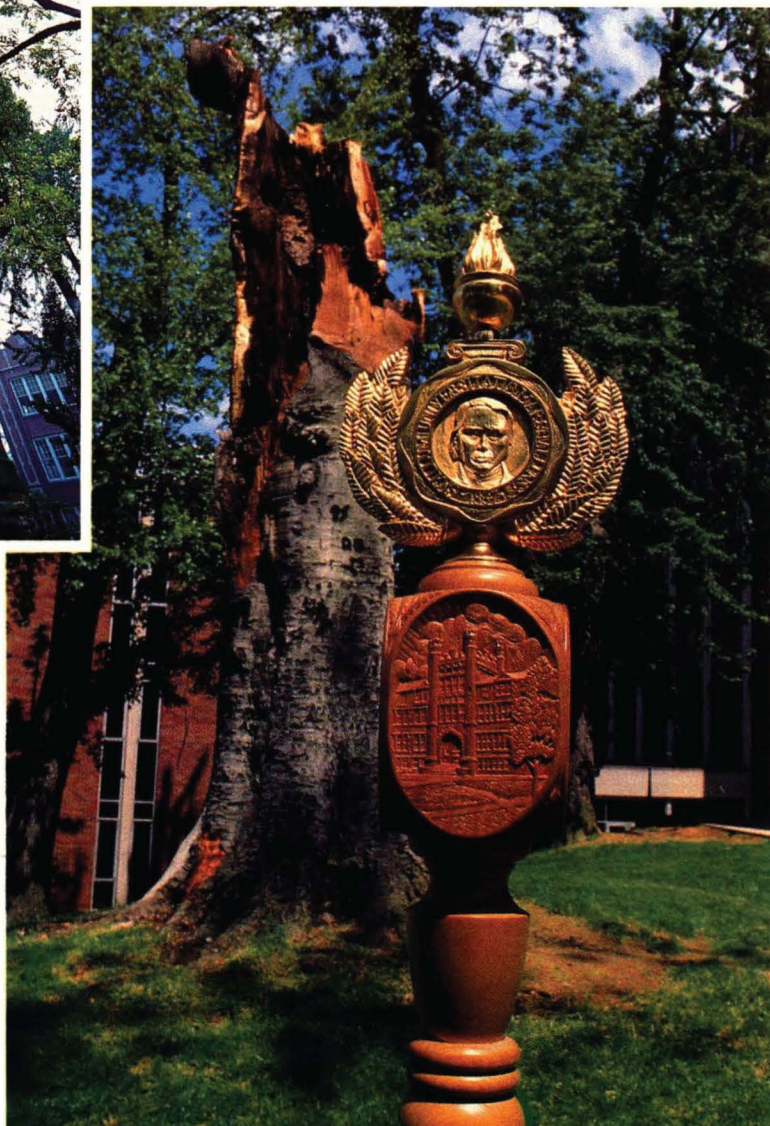
This Book is brought to you for free and open access by the Marshall Publications at Marshall Digital Scholar. It has been accepted for inclusion in Marshall Alumnus by an authorized administrator of Marshall Digital Scholar. For more information, please contact zhangj@marshall.edu, martj@marshall.edu.



The Beech Tree

Then...

...Now



The highest quality all leather tennis shoe available. . .customized with Marshall's colors and computer-embroidered color logos.

- 100% super soft garment leather for excellent comfort and styling.
- Durable rubber outsole for strength and long wear.
- Shockproof with soft mid-sole and wedge.
- Doubled alliance stitching for greater durability.
- Tongue is Polypack with terry cloth lining for comfort, good looks and strength.
- Terry cloth collar with urethane foam padding.
- Removable and replaceable Texon insole.
- Heel support for greater strength.



This shoe will not be available in retail stores.

Boys' Sizes (1 to 13) | **Men's Sizes** (10 to 13)

Girls' Sizes (1 to 10) | **Women's Sizes** (6 to 10)

Satisfaction Guaranteed

A \$50.00 retail value

Example: For women's size 10½, order size 9 as shown on men's chart.

A \$50.00 retail value
YOURS FOR \$39⁰⁰
ONLY

(Delivered to your address)

PLEASE PRINT OR TYPE		
Name		
FIRST	MIDDLE INITIAL	LAST
Address		
City	State	Zip
Phone /		
AREA CODE		

☐ Check enclosed or charge my: ☐ Visa ☐ MasterCard**ACCOUNT NUMBER** (include all large raised numbers on your credit card)[illegible]

Credit Card expiration date _____ / _____
MONTH YEAR

Signature

Make checks payable to: **Marshall's Big Green Scholarship Foundation**

Send to: Marshall's Big Green Scholarship Foundation
P.O. Box 1360, Huntington, WV 25715

[illegible]

No. of _____ pair(s) ordered x \$39.00 =

Add \$1.95 sales tax per pair

TOTAL AMOUNT

**MARSHALL UNIVERSITY
ALUMNI ASSOCIATION**

OFFICERS

President

David H. Daugherty '51

Immediate Past President

Marc A. Sprouse '70

First Vice President

Alan R. Simmons '71

Second Vice President

Beatrice Nelson Orr '52

Secretary

Ronna G. McClure '82

Treasurer

Leon K. Oxley '71

Executive Director

Linda S. Holmes '74

BOARD OF DIRECTORS

Robert P. Alexander Jr. '85

John M. Ballengee '72

Becky L. Domokos-Bays '76

Richard D. Blenko '76

Sam E. Clagg '43

Philip E. Cline '55

June Aeiker Deal '48

Fredric J. George '71

Virginia McDaniel Hall '42

Robert A. Hess '80

Kent J. Morrill '71

W. Donald Morris '39

David A. Peyton '70

Gary A. Pommerenck '71

Michael L. Queen '85

Richard W. Ramell '78

R. Gary Short '65

Diane L. Slaughter '79

Kenneth W. Smart '59

Carole Allen Vickers '55

Jon D. Walton '67

Cynthia A. Warren '70

John Jay White '76

Pat J. White '74

MAGAZINE STAFF

Editor

Susan S. Peyton

Editorial Staff

Beverly W. McCoy

Vic Hamilton

Rebecca Shaw

Photographer

Rick Haye

MARSHALL
Alumnus

Vol. XXIX

Summer 1987

No. 1

Published for Marshall alumni and friends by the
Marshall University Office of Alumni Affairs

CONTENTS

Teaching teachers	4
Sample pre-professional tests questions	7
China benefits from Marshall's expertise	7
Students learned of demonology	8
...but they had to be recommended	8
Outstanding Teacher	9
The Beech Tree	13
Internationally known heart surgeon	15
Dr. Norman on medicine, teaching, and life	18
Internship with 'Falcon Crest'	19

COVER: Top photo, in her glory — the treasured Beech Tree sheltered Marshall Academy, Marshall College and Marshall University for 150 years. Bottom photo, remains of the Beech Tree following an April storm. In the foreground is the ceremonial mace carved from a limb which fell earlier.

CHAPTER PRESIDENTS

Anambra State Magnus C. Okoye '80* Fegge-Onitsha, Nigeria	Greater Kanawha Valley Walter T. Stigall '60 Charleston, W.Va.	Northern West Virginia Michael L. Queen* Clarksburg
Atlanta Roy R. Windon '49* Stone Mountain, Ga.	Logan Ronna McClure '82 West Logan	Southern West Virginia Jane Beard-Fink '79 Beckley
Bluegrass Andrew T. Coiner '81 Lexington, Ky.	Mason-Gallia Bryan F. Stepp '84 Point Pleasant, W.Va.	Space Coast Jack B. Bing '47 Melbourne, Fla.
Carolinas Thomas C. Keith '76 Columbia, S.C.	Mid-Ohio Valley Dale Lowther '67 St. Marys, W.Va.	Washington, D.C. Aubrey C. King '63* Bowie, Md.
Cincinnati-Dayton-Northern Kentucky Tina M. Aluise '81 Cincinnati	Myrtle Beach, S.C. George A. Thompson '56 Myrtle Beach	

* Indicates chapter representative

Teaching teachers:

Marshall continues to meet the challenge of excellence through innovative programs

By LUCY L. WALLEN

"...while we can take justifiable pride in what our schools and colleges have historically accomplished and contributed to the United States and the well-being of its people, the educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a Nation and as a people. . . ."

These words, taken from the National Commission on Excellence in Education's report "A Nation at Risk," in April 1983, reflect the "Crisis in Education" decried by private and public sectors for a decade.

Marshall's teacher training program, however, which has received acclaim since its inception as a Normal School, continues to meet the challenges of preparing excellent teachers.

Tougher admission standards, new programs, earlier field experiences, career counseling, student recruitment, and a closer working relationship with area schools are strengthening Marshall's teacher training program, according to MU College of Education administrators.

Being admitted to the teacher training program is now more difficult as students are required to satisfactorily complete pre-professional skills tests in reading, mathematics, writing and speaking.

The tests are designed to measure basic proficiency in communication and computation skills, according to Dr. Carole Allen

Vickers, interim dean of the College of Education. Normally, courses in the College of Education general studies program prepare students for the pre-professional skills tests. Students who need remedial work in a particular area, however, may take makeup classes, study developmental reading and math at the Community College or receive tutoring through the College of Education, Vickers said.

Students entering the teacher education program at Marshall must have completed 60 hours with a grade of C or above in basic English and speech courses, Educational Foundations 218 (Human Development) and 319 (Human Development-Teaching and Learning). Recommendations also are required from the student's faculty advisor, EDF 218 instructor, EDF 270 (Level I Clinical Experience) public school supervisor, EDF 319 instructor and the Teacher Education Standards Committee.

Career counseling is available to students entering the College of Education. Dr. Tony L. Williams, interim associate dean for academic programs, directed the Student Advising Center in Jenkins during the past two years when he served as associate dean for student personnel services. The center is staffed by faculty members knowledgeable about college programs. They also can provide information to students on human services professions other than teaching offered by the college, according to Williams.

How do these new policies and requirements fit into future plans for Marshall's College of Education? In discussing directions for

the COE, Dean Vickers stressed excellence.

"We want students from all over the country to be attracted to Marshall University because of the quality of its teacher training program," she commented.

The College of Education also is actively seeking top students. Williams mailed more than 1,000 copies of a COE recruiting brochure to honor society chapters statewide. "We are recruiting excellent students," Williams said. "We want the best students today to become the teachers of tomorrow."

COE administrators emphasize the importance of "job-related" training to give students practical knowledge about what they will be doing as teachers and the importance of working in partnership with the public schools.

A Blue Ribbon Commission, appointed by the dean, studied innovative techniques used by schools around the country and has forwarded its recommendations to committees for consideration this fall. The group's recommendations are based on "changes taking place nationwide that are appropriate for Marshall University's College of Education," according to commission chairman Dr. Carl S. Johnson, professor of education. The commission consisted of representatives from the university and the community, area educators, and a student representative.

Recommendations made by the commission will probably take effect in two or three years, according to Johnson. An example of a specific change recommended by the commission may be "less of some courses and more of others,

Lucy L. Wallen received her A.B. degree from Marshall in 1962 and her M.A. degree in 1964.

including possibly more courses in computers," Johnson said.

"The Blue Ribbon Commission has laid the groundwork for future innovations," he commented.

Another change in the College of Education is its reorganization into four divisions: Teacher Education, Specialized Allied Studies, Curricular and Instructional Support and Leadership Studies, and Health, Physical Education and Recreation. The college formerly was divided into the areas of Curriculum and Foundation, Educational Administration, Educational Media and subject matter areas, according to Dr. Vickers. The Department of Geography moved from the College of Education to the College of Liberal Arts.

"The new structure is more workable than the old one in that it gives the dean a cabinet for decision making, with four division heads, two new associate deans (for student personnel services and for academic programs) and a director of the Autism Center," Dr. Vickers said. "The division heads see the college as a whole, not just as separate departments, and make recommendations for college-wide programming."

Dr. Vickers, who served for the past two years as chairman of the Educational Personnel Preparation Advisory Committee, an advisory body to develop and review programs and policies related to teacher preparation. According to Vickers, the committee, composed of volunteer members from

the university faculty and staff and area educators will help promote communication between Marshall and the public schools.

"Students in teacher training programs are now required to take one-third of their course work in general studies (liberal arts), one-third in content courses (what they will teach) and one-third in professional education courses," Dr. Vickers said. "We are looking at the methods courses, the field experiences and content areas within the field. The group will also look at the configuration of classes to see how to make teacher education at Marshall the best in the country."

"The National Council for the Accreditation of Teacher Education (NCATE) which accredits the university's teacher education programs will require that we have an induction program for first-year teachers by 1990. The university hopes to have this program by 1989," Vickers continued.

"We will gather data to find out what teachers and principals see as the major problems for beginning school personnel and what has caused people to leave education," she explained.

Professional education courses will emphasize field experiences for students, according to Vickers. "A freshman-level course will introduce students to teaching. During the next year, teacher education majors will be put into the classroom with students of the age they want to teach. During the

first field experience, they will help the public school students on an informal basis and look for stages of development. The second experience with students will be a field situation and a more direct part of the teaching experience. There is an increased number of observations of student teachers," Vickers said.

Two clinical instructors were hired last fall to work with student teachers. Dr. David E. Koontz, professor of education and director of clinical experiences, is in charge of the program designed to allow student teachers more direct supervision and feedback than in the past. JoAnn Johnson supervises 18 elementary school student teachers and Kathy S. Spencer supervises 18 secondary school student teachers.

Dr. Vickers commented, "Our goal is to have six or seven clinical instructors to work with the student teachers." She explained that the clinical instructors can devote full time to supervising. In the past education professors had to divide their time between teaching and supervising the students.

Another type of field experience will be provided for students through a new COE program. Working through the MU Reading and Learning Center (MURAL), special education students and those in reading specialist programs will offer help in diagnosis

(continued on next page)

'We want students from all over the country to be attracted to Marshall University because of the quality of its teacher training program. . . . We will implement, refine and continue to change the program.'

**Carole A. Vickers
Interim dean**



Dr. Carole A. Vickers

and tutoring to public school students with all types of reading and language development problems.

The MURAL program will be coordinated by Dr. Robert Evans, assistant professor of special education and Dr. Susan Farrell, associate professor of elementary education.

"MURAL and other experience-oriented programs offered by the university give students an opportunity to work with actual clients as well as providing a service to the community," Dr. Vickers noted.

Upon completing the teacher training program, students must take exit examinations. The West Virginia State Board of Education in its Policy No. 5100, which was designed to assure quality in teacher training, requires that candidates for certification as teachers in the state must pass Content Specialization Tests in the area(s) in which they will be certified. These tests are used in place of the formerly required National Teacher Examinations.

For licensing, students also are required by the university to have a 2.5 grade point average for all courses taken, as well as in professional courses and comprehensive and subject matter specializations.

Programs are not designed only for those seeking a bachelor's or master's degree. Field experience in educational research for doctoral students is provided by the Center for Excellence in Education, which has directed research efforts into improving community schools in partnership with local boards of education. Operated by a volunteer group of Marshall professors, the center has combined with the Marshall University School Excellence Group to form the National Center for Excellence in Education. In cooperation with the Appalachian Educational Laboratory in Charleston, the group has worked with several area school systems using "Profiles for Excellence," a series of criteria for evaluating school systems.

According to its director, Dr. Ermel Stepp, professor of education, "National research calls for professional development institutes in colleges of education which operate like teaching hospitals, with interplay between the

colleges and local schools, with professors in the field working on pressing problems.

"We have a five-state charter for West Virginia, Virginia, Ohio, Kentucky and Tennessee," Dr. Stepp said, "but we are not limited to a five-state region. Marshall University has already taken instruction outside the campus. The NCEE wants to go across state borders and work on a nationwide effort in partnership with other organizations. This parallels the Yeager Scholarships. These students are from everywhere so Marshall University should help

Vickers also cited as assets "support from the administration and good, cooperative relationships with school districts in the six counties that make up our service region. All the efforts of the college are directed toward making our efforts more than just rhetoric. Our belief is that the end result will be a program we can truly be proud of."

Commenting on the College of Education's new programs, Marshall President Dale F. Nitzschke praised Marshall's "traditionally prominent place in teacher education.



Dr. Tony L. Williams, now interim associate dean for academic programs, formerly directed the Student Advising Center in Jenkins Hall. For two years, as associate dean for student personnel services, he worked with students preparing for a career in education.

Photo by Rick Hays

everywhere. We see Marshall University being transformed into a school with the image of a national institution."

Dean Vickers is equally optimistic about the future of Marshall's College of Education. She named as the school's resources "its fine, dedicated faculty with an interest in making the programs better, and a fine student body." Vickers predicted that the new programs will attract superior students to its teacher training program.

"We will implement, refine and continue to change the program," Vickers said.

"The College of Education will continue to be a strong, viable unit," Nitzschke said. "These new directions will put us on the edge of what's happening. We are reaching out to achieve relationships with the public schools. This is vital to teacher education. There is also, on the part of the College of Education, a commitment to get additional financial resources to enable the university to do new, creative things. We can be proud of the College of Education and its accomplishments. I feel we're headed in the right direction."

Sample pre-professional tests questions

How difficult are the pre-professional skills tests students must pass to be admitted to Marshall's teaching training program? Judge for yourself.

Following are sample questions from the 1986-87 Bulletin of Information, published by the Educational Testing Service:

Keats must be the finest poet to have written in the English language; after all, he wrote the finest poem.

The author of the statement assumes which of the following?

- (A) A poet should be judged by his or her best poem.
- (B) Most of Keats' poetry is great.
- (C) Poets are concerned about how their poems are judged.
- (D) Keats' poetry is widely read.

(E) There are better poets than Keats, but they did not write in English.

(Correct answer: A)

The population of a certain country is now 3 times what it was ten years ago. The population of this country now is what percent of its population ten years ago?

- (A) 0.03%
- (B) 0.3%
- (C) 3%
- (D) 30%
- (E) 300%

(Correct answer: E)

3.57 is how many times 0.00357?

- (A) 10,000
- (B) 1,000
- (C) 100
- (D) 0.01
- (E) 0.001

(Correct answer: B)

In the writing section of the test, students are asked to detect errors or choose the best way to rewrite certain phrases or sentences. Sample questions follow:

While waving goodbye to our friends, the airplane took off, and we watched it disappear in the sky.

- (A) While waving
- (B) Waving
- (C) As we were waving
- (D) While we are waving
- (E) During waving

(Correct answer: C)

The smallest error has the capability to change the meaning of a whole sentence.

- (A) has the capability to change
- (B) can cause to change
- (C) has to change
- (D) can change
- (E) is changing

(Correct answer: D)

China benefits from Marshall's expertise

Marshall's innovative programs in teacher education are now aiding students in the People's Republic of China.

Marshall is a member of a consortium of 20 colleges and universities noted for strong education programs which is assisting Liaoning Province in the People's Republic of China in such matters as school management and curriculum.

Liaoning Province, located in the northeast section of China, is one of the most industrialized regions in the nation. Although it has a population of 37 million people and its capital, Shenyang, has more than 5 million people, the province has only 13 teacher-training schools.

Dr. J.T. Sandefur, dean of Western Kentucky University's College

of Education and Behavioral Sciences, who invited Marshall to join the consortium, said, with some exceptions, the teachers in Liaoning's primary and middle schools have limited training. "Some people who teach there are just literate," he said, "and practically none of them have what we would consider the equivalent of a four-year degree."

A delegation from Liaoning visited the United States in April for a meeting with the consortium on the campus of Western Kentucky University. This summer representatives of the consortium visited in Liaoning Province.

Among the activities of the organization, known as the American Education Consortium, will be the exchange of educational information and materials at all levels of

education, the exchange of faculty and students, the establishment of sister school relationships between primary, middle schools and colleges, and continuing consultations on the educational problems and needs of the respective countries through correspondence and visitations.

Former Marshall Dean Allen A. Mori commented on Marshall's participation in the consortium: "It is good to know that all of the effort we have been putting into our educational programs is paying off. We are gaining a national reputation in the field, and now we have the opportunity to gain international attention and help another country develop sound educational programs."



Education students of Marshall's bygone days received practical experience in teaching. This photo from the 1903 Marshall College catalog shows 12 education students and nine of their pupils at The Practice School.

Students learned of demonology, witchcraft

Was college life for the future educator tougher in the old days?

Maybe not tougher, but different.

Apparently, early Marshall administrators thought that future educators should be especially well-armed against evil-doing. According to the 1904 catalog, *Letters on Demonology and Witchcraft* was one of the required reading selections in economics and psychology as part of the professional program for teacher training.

Required teacher training courses at that time included psychology, history of education, child study and educational psychology, ethics and moral education, political economy, pedagogy, Biblical history, theory and practice of teaching, and "the seminary," which included student observations of local schools. Also included in the program was a "current history seminary," with reports "from all important foreign countries," and presentations on

Congressional activities, with discussion afterward.

In 1901, students were required to do eight weeks of student teaching. The student teaching requirement was changed to three months in 1902.

Marshall students could start their educations earlier at the turn of the century. The school's 1900-01 catalog specified that entering males must be at least 14 years old, and females, 13. However, the 1902 catalog commented:

"If young people wish positions

as teachers after graduation, it is best not to rush. We cannot promise to locate mere boys and girls as teachers."

Academics aside, the 1902 Marshall catalog sternly warned students: "Young men and women should not be sick. There is seldom any excuse except carelessness."

The warning added that students should "keep the flannels on till warm weather has come to stay for the season."

...but they had to be recommended

It was easier to be admitted to Marshall's teacher training program in the early 1900s, right? Well, maybe. But first you had to be admitted to Marshall.

According to the 1903 Marshall catalog, to be admitted, every student "who comes to us acquainted with none of the instructors here" must bring a letter written and duly signed by "some good,

influential citizen in no way related to the one who wishes the letter," attesting to the student's "good character and habits characteristic of a gentleman or lady."

The catalog continues, "Is this all that is required, one may ask. We answer, **this is all**, provided the applicant feels that he can carry the work here. . . ."

OUTSTANDING TEACHER

By RALPH J. TURNER

Area newspaper and television reports about the speaker for Marshall's Sesquicentennial Commencement had built great suspense. Stories were headed with such lines as "mystery" and "surprise speaker."

The president of the United States had been invited but couldn't make it. University officials said the speaker would be a surprise. They had not intended to build such great suspense and to put such pressure on the speaker, but they had good reason to hold up an announcement.

The "lid" was kept on disclosure of the speaker for weeks.

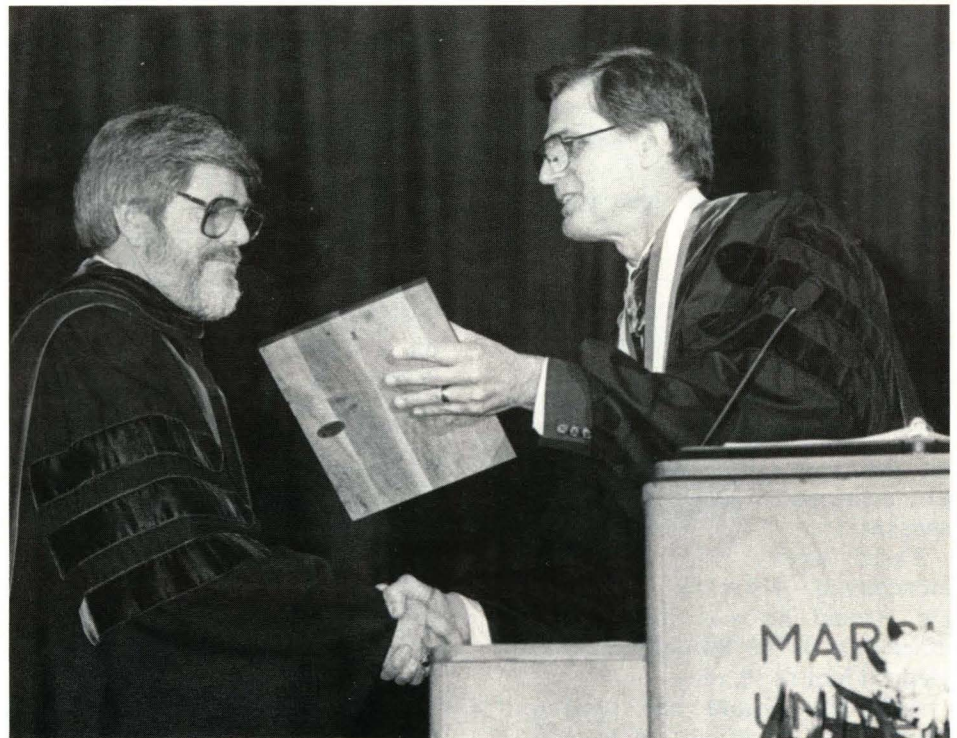
With such secrecy, all kinds of rumors had spread. The speaker would be the vice president of the United States, or the chief executive officer of a major corporation would show up with a few million bucks for the university. Maybe it would be a humorous message from MU's own Soupy Sales.

It was now 11 a.m. Saturday, May 9, at the Huntington Civic Center. Faculty members, in their colorful regalia, were lined up in

(continued on next page)

*Dr. Ralph J. Turner, who earned his A.B. degree from Marshall in 1967 and his M.A. degree in 1969, is a professor in the W. Page Pitt School of Journalism. He also is researcher, author, and designer of the Sesquicentennial pictorial history, **Marshall Memories**.*

**Dr. George T. Arnold:
He's not The President,
but he gets the votes
of Marshall students.**



Dr. George T. Arnold, left, receives the first Marshall and Shirley Reynolds Outstanding Teacher Award from MU President Dale F. Nitzschke during Marshall's Sesquicentennial Commencement.

Photo by Rick Hays

the hallway outside the main arena. The Marshall University Wind Symphony under Dr. Richard Lemke's direction had finished its pre-Commencement concert and the ceremonial marches had begun.

All students, faculty and platform guests were in place.

President Dale Nitzschke finished introducing the special guests. He told about the Marshall and Shirley Reynolds Outstanding Teacher Award and what it stood for — excellence in teaching. The first winner, he explained, had been selected after an extensive search and review process.

"Professor George Arnold, please come forward," the president said. "This must be one of the longest walks in your life, George," Dr. Nitzschke said as the winner made his way from the faculty area behind the rows of gowned students, now standing and applauding. One student, Andy Evans, reached out to grab Arnold's hand as he passed by. The action caught the news photographer's eye and would be the page one photo in The Herald-Dispatch on Sunday.

George Arnold, a native of Kimball in McDowell County, W.Va., Raleigh County-raised and a veteran journalism professor, not only was the first winner of the distinguished teaching award, but he also was the "mystery" speaker.

By now the crowd knew. The applause rose as he neared the dais.

University administrators could not release the name of the speaker earlier because the announcement of the teaching award was to be kept a secret to emphasize its importance.

Dr. Arnold had been placed on the spot with all the pre-Commencement hoopla about the speaker.

Three weeks prior to Commencement, Nitzschke informed Dr. Arnold he was the winner, asked him to be the speaker and pledged him to secrecy.

Although Arnold had spoken many times to groups of several hundred people and is one of the most relaxed professors in the classroom you'll ever find, he had not addressed 8,000 people at a university commencement. But,

George Arnold, a native of Kimball in McDowell County, W.Va., Raleigh County-raised and a veteran journalism professor, not only was the first winner of the distinguished teaching award, but he also was the "mystery" speaker.

true to style, he was well prepared. Later he admitted he had a few "butterflies."

Arnold had planned a brief speech. In practice, it clocked out at seven minutes.

After recognizing those on the platform, Arnold thanked Marshall and Shirley Reynolds and the 11 student and faculty members of the selection committee chaired by Dr. Carole A. Vickers.

"I most especially want to salute my colleagues and all of the students in the W. Page Pitt School of Journalism," he continued, speaking slowly, easily. "They must have done some mighty tall talking on my behalf these past few months. I want to acknowledge that they are responsible for my receiving the most meaningful professional honor I will ever know."

He meant it. He was deeply honored. He sees teaching as his number one calling, placing it above research and other duties that go with the job as professor.

But he was yet to get to the heart of this carefully thought out speech. He had taken his assignment seriously and had listened to the advice of others who knew of his assignment. It should have a number of references to the Sesquicentennial.

Arnold had sat through many commencement speeches, not only at Marshall, but also at high schools and at Ohio University where he received his doctorate. Many were boring. Most were too long.

The man chosen as the outstanding teacher, aside from being a top-notch classroom instructor, probably is best known for his love of students. He wanted to make sure his speech was directed at the students. After all, it was their graduation.

"Congratulations," he said in a

clear voice, "because you deserve them. You have every reason to be proud of yourselves, and so do your families and friends.

"Regardless of whether you are receiving an associate, bachelor's, master's or doctoral degree, graduation day represents the culmination of years of study and sacrifice."

He cited those who worked their way through school, students who leave with diploma in hand and thousands of dollars or loans to pay off, and those who are the first in their family to earn a college degree.

"The significance of your achievement cannot be overstated," he continued.

"It has been nice knowing and working with you. In almost all instances, it has been a pleasure and a privilege.

Arnold is a realist. He doesn't pretend. His speech reflected that.

"None of us — students, professors, administrators or staff members — would pretend that it all has been trouble- or worry-free, or without some frustration, or perhaps even a little anger from time to time. Overall, however, our relationships have been very gratifying and beneficial.

"...Even though we are pleased that you are graduating, we will miss you. It has been nice!"

As far as a challenge to go forth and do great things, Arnold advised graduates: "Your real success won't be measured by how much money you make or by how well known you become. . . Your success will be determined by the contributions you make in your family life, and to your neighbors and communities."

He ended with what proved to be a highly popular comment.

"Just for today, put off worrying about the loans you owe, or getting a start on the greatness you hope to achieve.

"For today, don't pass up one word of congratulations. Or one pat on the back. Or one hug from a family member, or friend, or classmate.

"And, later on today, when family or friends take you out to dinner — get even for all of the cafeteria food you've endured during your college years. Order something outrageously high in calories, sinfully delicious, and so expensive you wouldn't buy it with your own money.

"You may be a little self-centered today. You've earned it!"

Arnold has earned a number of "pat-on-the-back" days. He graduated from Woodrow Wilson High School in Beckley and received an A.A. degree from Beckley College. He earned his A.B. degree in social studies, English and journalism at Marshall in 1963 and a master's degree in history, also at Marshall, in 1965. He received his Ph.D. degree summa cum laude in mass communications and journalism from Ohio University.

Prior to joining Marshall's faculty in 1968, he was a reporter and assistant sports editor for the Raleigh Register in Beckley and a sports writer and copy editor for The Herald-Dispatch in Huntington. He also taught at Stoco High

School in Coal City, W.Va., for three years.

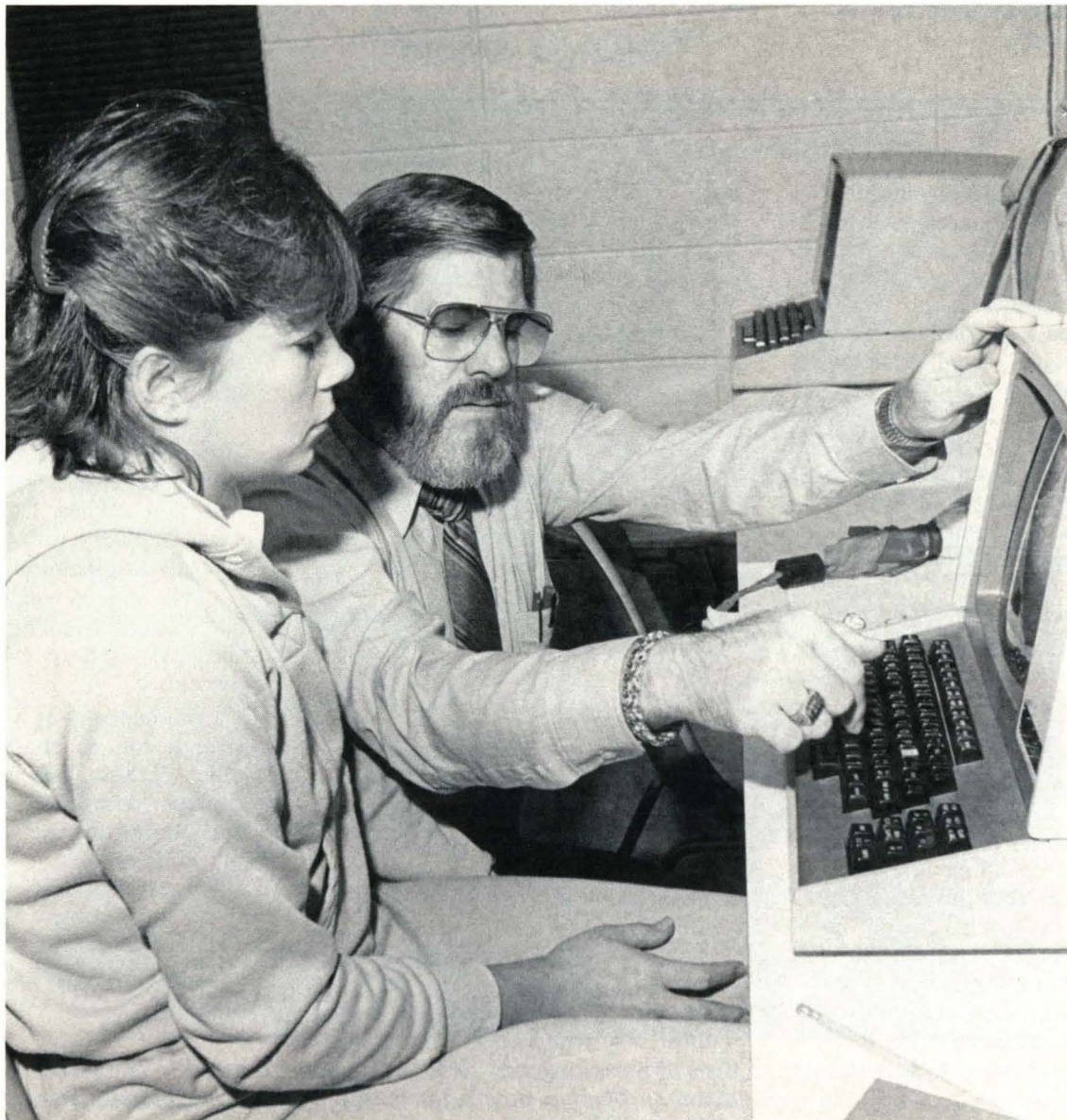
Those who know George Arnold best say he earned the Reynolds award.

Betsy Barger Cook, adviser to the university newspaper, The Parthenon, and a former student of Arnold's, nominated him for the award. She said:

"Dr. Arnold is truly one of those special people in so many people's lives. I think it would be fair to say he has influenced hundreds of students. And what better influence than a man who is a scholar, a professional and a kind and caring human being.

"I think that Dr. Arnold's best attribute, the quality that makes

(continued on next page)



Arnold's colleagues and students often cite his ability to relate to students on all levels — in the classroom and out — as one of the Outstanding Teacher's greatest strengths.

him so likable, is that he is down-to-earth. Beyond all of his education and his expertise in journalism, Dr. Arnold is content to be Dr. Arnold. He is not pretentious. He's not remote. He relates so well to students."

Burgetta Eplin Wheeler, who graduated magna cum laude during the 150th Commencement, is another of the hundreds of students influenced and encouraged

the barriers he once thought needed to be erected between teachers and students are more counterproductive than helpful.

"My experience has been that a great many students need more than just a classroom teacher and an academic adviser. They often need someone other than a fellow student to talk over problems with. And some of their problems can be quite serious and personal.

'My experience has been that a great many students need more than just a classroom teacher and an academic adviser. They often need someone other than a fellow student to talk over problems with.'

George Arnold

by Arnold.

She remembers the day in 1983 when she came to campus after graduating from Barboursville High School to see somebody about what classes to take.

"He planned my whole life except my marriage," said Wheeler, who was married during Christmas vacation.

Wheeler, who started a job as a newspaper copy editor in Raleigh, N.C., a week after graduation, said the word that best describes the first Reynolds award winner is "caring."

"A lot of professors lecture. You take a test and go out. Dr. Arnold is very different. He cares about the class, and he cares if you're learning and he cares about you outside of class.

"He lets anybody come in his office to cry on his shoulder. He tells you the first day in class, such as the demanding advanced reporting class, that if the going gets too tough you may cry on his shoulder. A lot of students have wet his shirt more than once."

Arnold reflected this philosophy in his response to the Reynolds Award Selection Committee questionnaire.

The most significant lesson he has learned in his 22 years of teaching, he said, is that many of

I once thought I should not engage in conversations with students about problems and concerns that didn't relate in some way to school. But despite the fact that students are told their college years are the best of their lives, they are far from worry-free. Students take their problems just as seriously as older, more experienced persons.

"...These close relationships that start in college and last far beyond graduation are for me the most satisfying and rewarding aspect of teaching."

Arnold also told the selection committee:

"There is perhaps no higher goal than to help students learn how to think and to encourage them to question. People who think not only will consider information that comes their way through the classroom or elsewhere but they also will seek out additional facts and opinions. And the process is habit-forming; it can lead to an appreciation for learning that will last a lifetime."

He said many students lack self-confidence when they first come to campus and he tries to lead them through a process of "self-discovery" with the goal of helping them learn more about themselves and their abilities and

talents. "This process, combined with the series of achievements they gain as they move through their curricular and extra-curricular programs, usually results in students who graduate confident that they have what it takes to succeed in life."

Dr. Deryl R. Leaming, director of the School of Journalism, cites Arnold's sincere interest in students, but also stresses his teaching abilities in the classroom.

"He's a fine, fine lecturer. He's not only a scholar, but he is interesting and has a good sense of humor.

"A lot of faculty members can teach exotic courses and be seen as very good teachers," Leaming observed. "But George Arnold can take a course that is not exotic and be a great teacher."

Leaming noted the excitement with which Arnold presents a class in journalistic writing and editing in which he covers such routine matters as parts of speech, word use and punctuation.

"George goes into the classroom excited and enjoys the class and as a result the students do too."

Leaming, who has headed departments at several universities, said of Arnold, "I rank him at the top of the best teachers I have known."

Dr. Vickers, chairperson of the Outstanding Teacher Selection Committee, said she felt anybody who had a class from any of the four finalists for the Reynolds award was a fortunate student.

"We had to make a decision from among excellent professors," she said. "There wasn't a dud in the bunch."

Commencement is long past. His speech can be chalked up as another Arnold success. Professor George Arnold is back in the classroom on the third floor of Smith Hall talking about comma splices, the woes of buried news leads and the New York Times vs. Sullivan libel case.

And a new freshman is at his door.

"Come on in," the graying, bearded professor offers in his usual friendly tone. "What may I do for you?" Sensing a look of concern, he offers, "It can't be all that bad. Let's talk."

The Beech Tree

'a part and parcel of the growth and history of Marshall College. . .'

By CORA TEEL

The crash of the Marshall Beech Tree on the evening of April 27, 1987, was followed soon after by a plea from Susie Peyton to see what I could find in Marshall's archives about the tree.

How true were the stories of weddings and engagements that

took place under the tree? What other stories can be told about the tree? Since this, our Sesquicentennial year, has made us history-conscious, what other bits of history might I find along the way?

The first reference that I found to the Beech Tree or its use as a symbol was in The Parthenon in

January 1902. In that and several issues afterward appeared a column entitled, "Beech Hall Notes," evidently referring to the dormitory section in the eastern part of Old Main, more commonly called College Hall.

This trail led to the April 1905 issue of The Parthenon. Here were

(continued on next page)



Students from all eras, including this 1950s couple, were intrigued by the Beech Tree's mass of some 300 initials and marks, some of which were carved by students, by Civil War soldiers, and later, by the Collis P. Huntington surveying party that laid out the city in 1870. Although it was a popular meeting place for years, Archive files cannot confirm any engagements or weddings which occurred under its spreading branches.

words to cause tremors among all of us who still cling to the remnants of tradition and symbol on campus:

At this writing it has not been decided whether the new building shall be located west of the present series of buildings *near or on the spot where the old beech tree stands* on the point, or whether it shall be joined to the present series as a west end finishing section. . .

Oh, no! They were talking about the towers section of Old Main! Obviously, the Beech Tree was not then so revered a symbol as it would be later. And, of course, it was decided to attach the last section to the existing buildings.

A clue to his decision appears in the catalogue for the same year, written primarily by President Lawrence Corbly. In his description of the grounds, Corbly mentions that between 1900 and 1905 nearly 300 trees were planted on campus. He also describes the "elevated center, seeming intended to receive some royal palace. . . where the summit. . . is crowned with a large wide spreading beech. . ."

Apparently, Corbly, a lover of trees, planted new ones while preserving the old. This impression is borne out in an article he wrote years later in the *Alumni News Notes* in which he mourns the loss of some of the old trees on campus, calling them "the green links that connect us with years prehistoric to the college. . . sacred to the memory of thousands of former students and alumni. . ."

During this same era, the Beech Tree was immortalized by long-time art professor E.E. Myers in a tribute that begins, "I am a part and parcel of the growth and history of Marshall College. . ."

In 1937, a more scientific report on the tree found a continuous mass of initials from 1889 to 1932 and evidence of the decay that

led to its ultimate demise.

The 1950s mark a renewed sentiment for the Beech Tree. In 1951, a group of Huntington alumnae of Mortar Board, a national women's honorary, established a local honorary for women and gave it the Latin name for beech, *Fagus*, adopting the design of the beech leaf for its pin. In 1954 the honorary presented President Stewart H. Smith a gavel crafted from a fallen limb from the old tree.

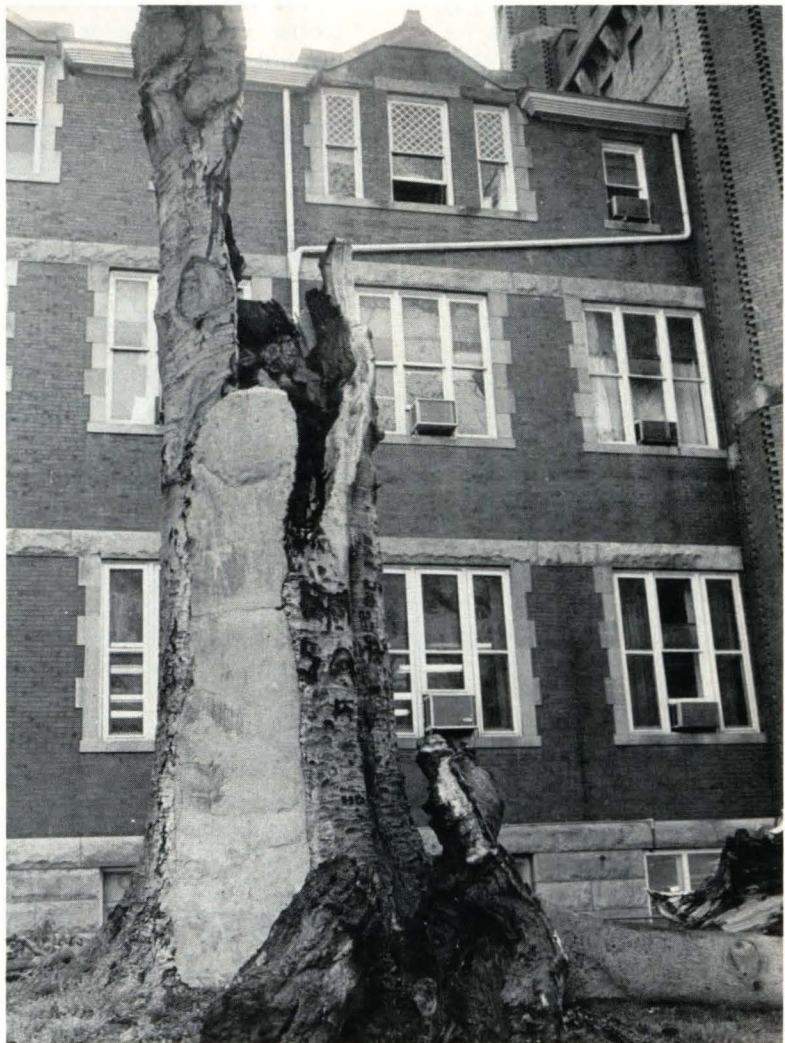
In 1957 Omicron Delta Kappa (ODK), national leadership honorary, presented the college a bronze tablet commemorating "The Marshall Beech Tree." When the tree fell victim to the April storm, broken limbs and branches lay around the tablet.

The yearbooks of the '50s also

feature the Beech Tree more prominently than previously. Additionally, in 1959, a feature named "Beech Notes from the Campus" first appeared in the *Marshall Alumnus*. The feature continued until 1966 and contained such items as are now found in the *Greenline*.

What about the engagements and weddings that were supposed to have taken place under the boughs of the Beech Tree? So far, the records have revealed no such events. Perhaps, as the yearbook suggested in 1956, the Shawkey Union replaced the tree for romantic meetings.

Can anyone from the ranks of our alumni and friends shed any light on the stories before we, like the Beech Tree, fade into history?



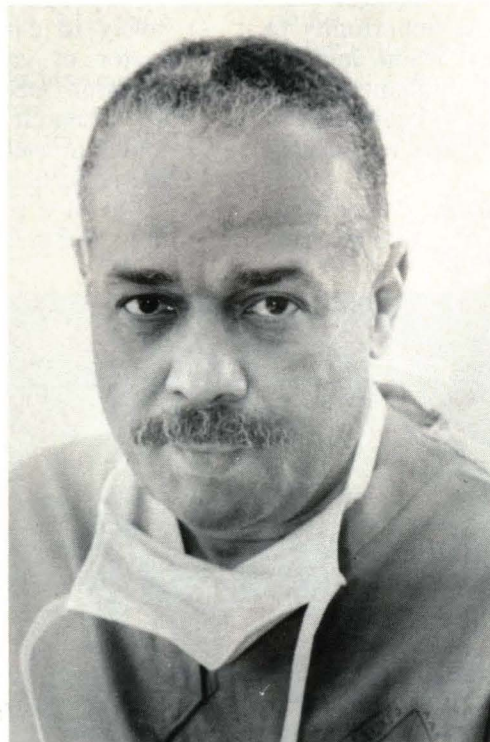
Although only about 10 feet of the Beech Tree remained after a fierce April thunderstorm, a committee is deciding how best to make mementos from the tree available to Marshall alumni and friends. The light area in the tree's trunk shows concrete placed there over the years in efforts to save it. Some of its massive limbs had been held in place by steel cables. The Beech was nearly 400 years old and had a circumference of 11 feet.

Photo by Rick Hays

Cora Teel is archivist with Marshall's James E. Morrow Library. She received her A.B. degree from Marshall in 1962 and completed her M.A. degree in art here in 1973 and an M.A. degree in history in 1983.

Internationally known heart surgeon takes the long road back. . .

Dr. John C. Norman:
from Harvard to Houston,
Moscow, Tokyo, London,
home to middle-America



Dr. John C. Norman — half internist, half cardiologist and half engineer

By BEVERLY W. McCOY

When Marshall's School of Medicine needed the best reference works on heart surgery, it got the books of Dr. John C. Norman, a Charleston native internationally known for his work in cardiac surgery and in developing the artificial heart.

When the school needed a dynamic, authoritative surgery chairman, it got John Norman himself.

Norman, the Charleston Gazette-Mail's West Virginian of the Year for 1971, says he's glad to be home.

Home to familiar places — where he raced his Soap Box Derby car on the Patrick Street Bridge and delivered the Charleston newspapers "on the Schwinn my father didn't want me to have — but he bought for me anyway."

Home to familiar faces — where a trip to pick up his laundry can mean running into someone "who

not only knew my mother, he knew the first girl I kissed as well."

Home to the kind of middle-America city he said *is* America.

Norman has taken the long road back: he got his M.D. and his first faculty position at Harvard; he's been taught by or worked with 10 Nobel laureates; he's served on presidential panels and lectured in such places as Moscow, Tokyo, and London.

Now, he says, "I'd like to help produce out of this medical school physicians like the ones who trained me.

"Who knows what the Medical School will be at the turn of the century?" he said. "But sure as the night followeth the day, we know it will be bigger and better. Medicine at Marshall will grow; I think it will thrive."

Norman's words about his career and his work vibrate with a quiet energy, a high-voltage hum

that hints at the power flowing beneath the surface. He's fascinated with what he does, and it shows.

"Medicine — well, it's anything you want it to be," he once told a reporter. From the first, he says, he's been preoccupied with surgery, which he calls a "marvelous discipline" and "the queen of the clinical sciences." It proved to be an ideal career for a man who says he's "half internist and half cardiologist — and half engineer."

For Norman, the joy is in the doing: he wants to be out in the operating room or on the hospital floors, working and teaching. "They think I'm an administrator," he said conspiratorially, glancing around to make sure the coast was clear. "I'm not. They think I'm a researcher — well, yeah, I am — but, I'm really a *doctor*. I've told the residents and students that every time they look up I'm going to be looking at 'em."

(continued on next page)

After graduating from medical school, completing his residency, and finishing a surgical fellowship at the University of Birmingham in England, Norman returned to Harvard as a faculty member (he's still on its clinical faculty). From there, he was lured to the intense activity of the Texas Heart Institute by Dr. Denton Cooley. Norman welcomed the opportunity to work with Cooley, whom he calls an "unparalleled, brilliant clinical surgeon. . . who is to heart surgery what Henry Ford was to automobiles."

Cooley and Norman were seat-mates on a plane trip from Moscow

to Paris in 1970. "We talked for hours," Cooley told a Houston Chronicle reporter. "In that period of time I decided I needed this brilliant mind."

By 1972, Norman had joined the whirlwind of activity that was the Texas Heart Institute, with its hundred-bed recovery room and 10 operating rooms dedicated solely to cardiac surgery. As director of cardiovascular surgical research laboratories, he headed up research so intense that he found himself writing a scientific journal article a week.

(To save paper, the chairman of the Marshall search committee

which recommended Norman's hiring here distributed an abbreviated version of his bibliography with this jotted note: "Anyone who wishes to review the middle 600 publications can do so in our office.")

Norman sometimes didn't leave the institute and hospital for weeks at a time. Reported the Houston Chronicle: "A plain hospital room on the ninth floor of St. Luke's Episcopal Hospital serves as his bedroom. And his office and laboratory are his living room, dining room, front yard and back."

"It was too much," Norman says now. "It did something to our personality structures."

But if the task was monumental, so too was the goal: to hurdle the barriers blocking the use of artificial hearts in humans.

Norman said that 20-year marathon effort can be traced back to a conversation in the winter of 1960 at the New York townhouse of philanthropist Mary Lasker. With her were Sen. Lister Hill, Dr. Sidney Farber and Dr. Michael DeBakey.

"Those four or five people decided there should be a national effort toward new initiatives directed at heart disease, cancer and stroke. One of those new initiatives involved the development of the artificial heart," Norman said.

"Our involvement began in 1964 when we helped write one of the first major federally-funded contracts between industry and academe — our engineering consultants around Route 128 in Boston and Harvard Medical School.

"That effort is still going on," he said. "But what we saw those many years ago has been, remarkably, pretty much on target over the years — some shortfalls, some underestimations of the problem, many efforts that were not so productive as conceived of — but, in general, if you look at the timetables we were drawing up then, you'll see in 1986 that they are pretty much on target."

The artificial heart program's spinoffs are today helping thousands upon thousands of people who will never be within miles of an artificial heart. Norman said the research has yielded new suture materials, new types of wound



One of Dr. John Norman's special pleasures is Sunday morning rounds with students and residents at the Medical School's three affiliated hospitals. During rounds he says he tries to share his experiences — "some of the triumphs and some of the tragedies."

Photo by Ben Petrey

dressings, myocardial infarction research units, and new ways of supporting ailing circulatory systems — nuclear pacemakers, for example, and intra-aortic balloon pumps, which 40,000 Americans got last year.

In time, too, the program's focus has broadened to encompass just about anything that falls under the purview of biomedical engineering.

"You hear about magnetic resonance; it's out of that office (at the National Institutes of Health). It was a pipe dream 10 years ago. But all the grants and all the contracts in this country that have anything to do with devices and technology or applied biomedical engineering now are administered through what was the artificial heart program.

"The program has changed its direction a little bit, but the thrust is still the same: what can engineers do, in conjunction with basic scientists and surgeons, to bring new technology through the phases of conception, design, fabrication, pre-clinical and clinical

testing and widespread clinical use? The concept is a good one, and what did not exist 15 or 20 years ago now has protocols, precedents, a growing literature, people who are dedicating their lives to this sort of investigative or clinical effort. So the public has been well served by those four or five visionaries who met overlooking Central Park in 1960 or '61," Norman said.

As he looks back on his years in artificial heart research, Norman remembers especially the people he worked with — largely the group of high-powered but unassuming physicians in Texas who considered themselves "just a bunch of country doctors."

"Half of my heart will always be in Texas," he said.

For Norman, accustomed to the liberal atmosphere in Boston and Cambridge, Texas conservatism caused a bit of culture shock, though he says he came to embrace that conservatism in many things. "Their attitude was, 'Trust nobody north of Texarkana; we don't trust you Yankees,'" he

said. "They'll send their daughters north to finishing school — but Virginia's as far north as they'll go.

"After a while you start to think that way, too."

Norman believes the physician "has an opportunity, if he wishes to exercise it, to assume leadership in attacking the full range of social ills." And a medical school, though not itself a tool of social change, can help build bridges. "The university's role is to support analysis, thought, action, reflection," he said.

For him, work with students and residents is of overriding importance. "We have a major responsibility to the medical students: they need so much; they deserve so much," he said. "They deserve the very best we're capable of giving them. How we train them will influence how they interact with people over the next 20 or 30 years. That's a very heavy responsibility."

He reflected on that responsibility in a 1976 editorial. "...we, all of us, are only extensions of the tutelage and guidance of our mentors. What they suggested or did not suggest, said or left unsaid, did or did not do, answered or left unanswered, accomplished or did not accomplish constitutes our heritage and sets our horizons."

Norman says the times themselves have made the physicians of tomorrow different from those of his generation.

"They say that we were the quiet generation; we probably were," he said. "I think we were altogether pre-protest — we did what we were told. I think we had no reason to question those to whom we were responsible. We were as overwhelmed with medicine then as I am with surgery now. And I think our lives were more simple because we came through at a time we virtually were not paid, where people appreciated us perhaps more because medicine hadn't been caught up in the corporate structure that it's currently involved in. I think we thought we were involved in a noble cause.

"So we're the transition group between the family practitioners and the lack of specialization of the '20s, '30s, and '40s and contemporary medicine, which has



Norman peppers his students with questions, whether he's in the operating room or out on rounds. "The students have come to look forward to this as their Sunday morning persecution," he says, "because I'll ask them questions about anything, anything that comes to mind at the time."

Photo by Ben Petrey

(continued on next page)

been changed by the complexities of insurance carriers, malpractice crises and all those things which have impinged on medicine.

"I think I'm glad I came through when I did. I would like to instill some of those virtues in the people who are coming through now, but I can understand their major concerns because what they see in medicine and surgery are not what I saw in medicine and surgery. I think all young people's lives are more complicated in 1986 than they were in 1966."

One of Norman's special pleasures is Sunday morning rounds with students and residents at the Medical School's three affiliated hospitals.

"During that process I pretty much find out exactly what's going on with sick surgical patients at all three major hospitals," he said. "I see common disease entities and exotic disease entities. And I see a group of young physicians — residents, interns, medical students, senior staff, junior staff, whatever — working on Sunday mornings, taking care of the latest trauma case at Cabell Huntington, the latest heart case at St. Mary's, and the latest infectious disease at the VA Medical Center."

"That set of Sunday morning

rounds is an education unto itself. I wish I could share it with everyone. Because it lets you know just what has happened in the past week at all the teaching hospitals in the area. That lets me know what the level of health-care delivery is from a surgery standpoint. It also lets me know what the patient population is in terms of who is getting sick and how and where, and how they're faring, and how any of that can be improved in any way. It's a very interesting set of vignettes. It's fascinating."

"Some of it is quite rewarding, quite fulfilling, and some of it is quite disappointing. Because, as in the seven ages of man, there are births and there are marriages and there are deaths. And you can tell how things are. Just get up on Sunday mornings and come with me. You can't subscribe to the Huntington newspaper, or you can't go to church, or you don't get to play golf on Sunday morning, but you sure find out what's happening."

Norman peppers his students with questions, whether he's in the operating room or out on rounds.

"The students have come to look forward to this as their Sunday morning persecution, because

I'll ask them questions about anything, anything that comes to mind at the time," he said.

"I hope they understand that I'm trying to share with them some of the things I've learned about — some of the triumphs and some of the tragedies — because medicine hasn't changed, anatomy hasn't changed, trauma hasn't changed, heart surgery hasn't changed and disease states haven't changed. Our ability or our capability of coping with them and diagnosing them has changed, but they're the same diseases, the same automobile accidents, the same heart attacks. There's nothing new about the people we're dealing with."

"But in 1986 I don't know if students and residents have the time to concentrate or to have the burning desire to know more about surgery at virtually any cost that perhaps I and some of my contemporaries had. I hope they do. It's not fanaticism; it's a *raison d'etre*, it's an approach. I want to know *all* about surgery; I'm interested in *all* surgery *all* the time. It's probably unfair for me to expect that of everyone here."

"But I hope to find someone, some few, somewhere to transmit that sort of lineage."

Dr. Norman on medicine, teaching, and life

On the artificial heart:

"I say, 'Oh, absolutely,' when I'm asked if there will be a mechanical heart one day. The only question is when."

(Sunday Gazette-Mail, January 1972)

On science and humanity:

"A scientific education does not negate the compassion and human understanding that traditionally have been an integral part of the art of healing; on the contrary, knowledge increases understanding. A physician today, broadly educated in the social and behav-

ioral sciences and humanities, as well as in the physical and biological disciplines, is capable of acting more decisively and with greater influence on the course of human events than ever before."

(Cardiovascular Disease Bulletin of the Texas Heart Institute, November 1976)

On his formative years:

"Minority achievements or underachievements were probably highlighted too much. I had to be a pathfinder. And once you train yourself to run, you keep running."

(Houston Chronicle, May 1979)

On the Texas Heart Institute:

"Houston to me is physical, adolescent, raw. Harvard to me was heart surgery at a place considered the best in the world. But Houston is where I really learned heart surgery."

(The Herald-Dispatch, July 1986)

On teaching:

"There's something very rewarding about shaping young minds. You don't know where the talent is going to come from. An undergraduate here (at Marshall) may win the Nobel Prize."

(The Herald-Dispatch, July 1986)

Internship with 'Falcon Crest' gives MU theatre design student look at all facets of television

Star David Selby helps Shane Ross to fulfill his dream

By JEAN C. NEEL

"My entire life changed. I was born and raised in Huntington, then, all of a sudden, here I am in the middle of the entertainment capital of the world going, 'Wow!'"

Matthew Shane Ross, a Marshall theatre design technology major, sat on the edge of his chair as he recalled eight weeks of his life he was in "total awe." He was referring to his internship last winter with Lorimar Productions at the CBS/MTM studios in Los Angeles.

Ross, who recently completed his junior year in the College of

Fine Arts, was selected by a committee of Marshall faculty and administrators to receive the T.V. Media Internship. He was to work with one complete episode of the popular nighttime drama "Falcon Crest" from its beginning to its end, according to Fine Arts Dean Paul A. Balshaw. The intention was "for Ross to be involved in every aspect of the show from the makeup sessions to the pre-broadcast packaging," Balshaw said.

During our interview, the slender, youthful-looking Ross was in constant motion — tapping his hands on the table or sliding his chair away from the table, then

back again. Hand gestures added to his verbal descriptions. His enthusiasm was contagious.

"I got out there and saw so many jobs I didn't know existed," he said. "I thought I had it down to being an audio engineer. Now I don't have any idea what I want to do. I could edit, direct or produce. I'm back in square one."

Whatever he decides to do, Ross said it will be something technically related. Because of his technical interests, the internship was geared more in that direction than on acting aspects of the show.

The "technical" people in the
(continued on next page)



Actress Loni Anderson was just one of the celebrities Matthew Shane Ross, right, met while on his eight-week internship with Lorimar Productions. With them is Jim, a stunt double.

movie industry are responsible for adding those chirping bird sounds heard in outdoor scenes, or creating traffic sounds in a city scene. But they don't just deal with sounds. They also work with lighting, editing, cameras, scouting shot locations and just about anything else that goes into making a television show, movie, or live performance.

David Selby, who plays Richard Channing on the show, is responsible for the internship. Selby, a native of West Virginia and an alumnus of West Virginia University, approached Marshall President Dale F. Nitzschke with the idea late last summer, according to Dr. N. Bennett East, chairman of the MU Department of Theatre and Dance.

East said the invitation eventually worked its way to the College of Fine Arts where Dean Balshaw enthusiastically accepted.

Selby made a contribution to the Marshall University Foundation which provided a weekly stipend to Ross to cover his expenses in Los Angeles. He also sent a memo throughout the studio saying Ross was going to be doing the internship. Selby arranged for the Marshall student to have access to the studio lots and facilities, Ross said.

"David Selby plays a bad guy, but he is totally the opposite," Ross said. "The man donated the money for me to go out there. He is no bad guy to me."

Ross said the internship schedule, which began Jan. 12, was put together in about two days. About a week later he was packed and ready to go.

"I had a dream that I would go to Hollywood some day," he said. "I had told my mother about it, so I thought about that on the plane the whole way out there.

"Being the practical mother that she is, her first questions were about where I was going to stay and how I was going to get around.

"I said, 'Mother, nobody cares. I'm going to Hollywood.' After we got past the practical matters, she was elated."

Ross stayed with two former Marshall University theatre students while in Los Angeles. Although his mailing address was

'David Selby plays a bad guy, but he is totally the opposite. The man donated the money for me to go out there. He is no bad guy to me.'

Shane Ross



West Virginia native David Selby, who plays "bad guy" Richard Channing on the popular nighttime drama "Falcon Crest," funded the internship. Selby worked with Marshall administrators in establishing the program and made all arrangements with Lorimar Productions for Shane Ross to have access to the CBS/MTM studio lots and facilities.

Los Angeles, he said he was two blocks away from the Hollywood Post Office. To him, the two cities just "blended together."

"I could sit on my front porch and see the famous 'Hollywood' sign on the hill, so I thought I was in Hollywood," he said.

Ross said the motion picture industry met all of his expectations. "The motion picture industry has been and always will be the most fascinating thing to me in the world. Once I got to the studio, every day was a new adventure. The fun lasted all day long."

He had a great deal of freedom

at the studio, Ross said. If there was something he wanted to see, they were usually very obliging. "We have the opinion that people in Hollywood are untouchable. I felt they went out of their way to be really concerned with helping me learn. I really didn't expect that.

"The only thing that really surprised me was just being there to see it all. I saw some things I had read and heard about so I was prepared, but to actually see them was just incredible."

According to Ross, Hollywood goes into detail with everything.

Some billboards are even three-dimensional. Instead of using posters to advertise movies, huge scenes sometimes are painted on the side of a building.

Not all of the cameras and action are found in the studio. "If the film director decides he wants to shoot on the main street, they just block off the entire area," he explained. Of course this means merchants on the block have to be reimbursed for the business they have lost.

Ross describes himself as a fan of technology. He jokingly calls the state-of-the-art computers used in the industry "expensive toys." He said the computers used for the popular Max Headroom television shows cost \$3 million. The music on "Falcon Crest" is produced by a \$12,000 synthesizer.

No doubt the Hollywood version of a synthesizer is larger than the one Ross has at home. Although his mother would have preferred a grand piano, he bought his first synthesizer when he was a junior in high school. Since then, he has financed himself "to the hilt" to build a small studio in his parents' house in Westmoreland, where he lives.

"Even though she thought a car would have been more practical, Mother went through the hassle of letting me take out a loan for my studio equipment," Ross said.

Relax, Mom. The loan is paid off now and the contract is framed and hanging on the studio wall.

A place called the Post Group in Hollywood is what Ross referred to as "the hottest playhouse with the most expensive toys." He described a computer that can "read and create three-dimensional representations of any object and then show that object

from any angle." The opening logo and wine ripple for "Falcon Crest" were created there.

Most people with Ross' opportunity probably would have gotten a little star-struck, but he seems quite unaffected by his brush with the stars. He was more impressed with the people behind the scenes.

"Ever since I got interested in technical work, I have never left a movie theatre until the last credit rolled off the screen," he stated. "Those are the people who really make the difference."

He did have an opportunity to spend some time with Dom Deluise. Ross said Deluise is as hilarious off the screen as he is on.

"I also got the chance to meet and have my picture taken with Loni Anderson. That was really fun. I made a fool of myself long enough to do the typical tourist thing and ask for her autograph and get my picture taken. She was very nice.

"But, my favorite is still Mr. Selby. David would come to work in tennis shoes, jeans and a T-shirt. He would throw a football with the crew at lunch then put a suit on and be the bad guy. Stuff like this, most people don't see.

"I had the time of my life. I came back and people asked me how I liked it. How do you describe it? To say it was great is an understatement."

After his return home, Ross worked in an internship with instructional television on campus and with WPBY-TV. He said his reason for going to Los Angeles was to understand the function of all the technology. The next step was to actually do it.

You might say Ross donned his professor's cap for a while. He gave presentations to fellow students on what he learned through

his internship. Some studio people he worked with in Los Angeles sent him a tape with raw footage of shots for an entire scene of "Falcon Crest." Using the tape as a visual aid, he was able to show what the "first cut" looked like and how it evolved into the final broadcast version. The footage Ross used for his presentations came from the show he was involved with through his internship.

"In addition to my getting a great deal of experience, it's good for the university," Ross said. "I knew I had the responsibility of representing the university so I didn't want anything to fall through. That might mean I am not the only one who gets to go."

Hopefully, more MU students will have the same opportunity Ross had. But, it may take more than opportunity, according to East. "A number of these internships may be available, but finances are often a big drawback. Even though an internship is available, most students are not able to afford to take advantage of it."

Dean Balshaw stated he would like to be able to establish an endowment fund that would cover one or two internship programs a year in the College of Fine Arts. At this time, the future of the internship program is uncertain.

If Ross has anything to do with it, there will be an internship program in the future.

"If I am as successful as Mr. Selby, I fully intend to do the same thing he did for people who want to study this sort of thing. I got a great deal from this university and I have plans of giving it back."

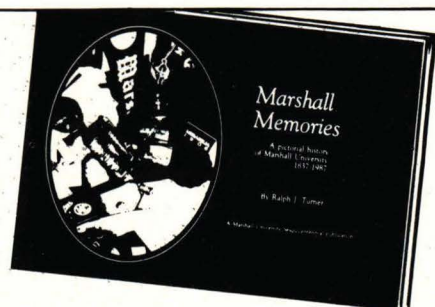
After meeting Ross, it is difficult to imagine his being anything but successful. There is a very good chance that, in a few years, the name Matthew Shane Ross will be among those credits on the big screen. It may even be Ross who gets to break in a young intern from Marshall University.

'If I am as successful as Mr. Selby, I fully intend to do the same thing he did for people who want to study this sort of thing. I got a great deal from this university and I have plans of giving it back.'

Shane Ross

Jean C. Neel earned her A.B. degree from Marshall in 1982 and is working toward an M.A.J. degree. She is community relations coordinator for treatment programs with St. Mary's Hospital in Huntington.

Exclusive Marshall University Sesquicentennial Keepsake Items

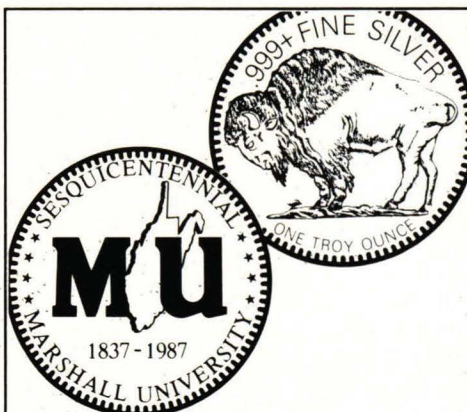


Marshall Memories

Limited Edition
Pictorial History

300
Illustrations and Photos
some never before published

The official
Sesquicentennial
Anniversary Book



Silver Medallions

Weighing one troy ounce

Each medallion comes in a case

Also available with a
silver chain



Marshall at 150 and Marshall Minutes

VHS videotape of WPBYTV's
30 minute
Sesquicentennial Documentary

31 "Marshall Minutes"
produced by the university's
Instructional Television Service and
broadcast by WSAZ-TV

MAIL TO: **Marshall University Bookstore**
5th Ave. & Elm Street
Huntington, WV 25701

PHONE: (304) 696-3622
8:00 a.m. - 4:00 p.m.

Name _____

Address _____

City _____ State _____ Zip _____

Please allow 20 days for delivery

SORRY, NO C.O.D.'s

☐ Check (Payable to **Marshall University Bookstore**)

☐ Visa ☐ Mastercard

No. _____

Exp. Date _____

Signature _____

Item	Quantity	Price Each Item	Total Each Item
Book		\$10.00	
Medallion		25.00	
Medallion with chain		35.00	
VHS Tape		19.95	
Add Shipping and Handling \$1.50 for each Item			
Sub Total			
Add 5% Sales Tax (WV Residents Only)			
TOTAL AMOUNT			



Phone orders will be accepted daily—8AM to 4PM

Prices and minor emblematic design changes are subject to change without notice.

MARSHALL UNIVERSITY ALUMNI ASSOCIATION

Presents

Adventures in Paradise

THE SOUTH PACIFIC

an exciting 18 days and 15 nights

AUSTRALIA — NEW ZEALAND — TAHITI — Plus BORA-BORA

INCLUDED FEATURES:

- Round trip scheduled jet transportation via Qantas Airways.
- Deluxe hotel accommodations; 3 Nights, Melbourne, Australia; 4 Nights, Sydney, Australia; 1 Night, Christchurch, New Zealand; 2 Nights, Queenstown, New Zealand; 1 Night, Te Anau, New Zealand; 2 Nights, Rotorua, New Zealand; 2 Nights, Papeete, Tahiti.
- A Professional VTS Tour Director for the full duration of your vacation.
- Full breakfast each morning.
- Seven dinners, including a "Meet the Friendly New Zealander" Home Dinner, A Maori Hangi Dinner, A New Zealand Barbeque, and a Tahitian Feast.
- Welcome Party upon arrival in Melbourne, Sydney, Christchurch, Queenstown and Papeete.
- A visit to Sydney Opera House with dinner.
- A cruise on Milford Sound (The Fjords) in South Island, New Zealand, and a visit to the Te Ana-au glow-worm grotto.
- 3 Tours: Sydney Harbour Cruise, Phillip Island Tour and Catterlome Dairy and Beef Show.
- Sightseeing in Melbourne, Sydney, Christchurch, Auckland and Papeete, a tour of Rotorua, including the Thermal Valley and Rainbow Trout Springs.

MARSHALL UNIVERSITY ALUMNI ASSOCIATION RESERVATION FORM

Name(s) _____

Address _____

City/State/Zip _____

Home Phone () _____

Bus. Phone () _____

Enclosed is payment representing:

☐ \$300.00 per person deposit

_____ or Full payment for _____ persons.

Make Check payable to: **SOUTH PACIFIC HOLIDAY**

☐ A check in the amount of _____

☐ Please charge to credit card ☐ MasterCard ☐ VISA ☐ AmEx

Card # _____ Exp. Date _____

Name on card _____

Signature _____

SOUTH PACIFIC

DEP. DATE _____ DEP. CITY _____ PRICE _____

☐ Thurs., Nov. 5, 1987 Charleston \$3999.00 All Inclusive

☐ Thurs., Nov. 5, 1987 Huntington \$3969.00 All Inclusive

Mail your reservation to:

**MARSHALL UNIVERSITY ALUMNI ASSOCIATION
ALUMNI OFFICE**

ATTN: Mary Abrams

HUNTINGTON, WVA 25701

**OR CALL 1-800-322-6677 (Toll-Free,
Vantage Travel Service, Inc.)**



Sesquicentennial
1837-1987

Address Correction Requested

Non-Profit Org.
Bulk Rate
U.S. POSTAGE
PAID
Permit No. 86
Huntington, WV